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ABSTRACT

A survey was conducted jointly by the American Association of School Administrators (AASA) and the Allstate Insurance Company to obtain the opinions of public school system administrators in order to contrast their views with those of 404 executives in the largest U.S. corporations. A questionnaire, mailed to 1,000 district superintendents who were members of AASA in December 1989, brought a return rate of 38.5 percent (385 responses) by January 1990. Among the findings were the following: 86 percent of the school administrators were from cities with populations under 500,000, whereas only 22 percent of the corporate executives were from such smaller cities; school administrators gave the public education system a B minus, whereas executives gave it a C minus; school administrators are quite optimistic about the trend toward improvement in public education, but executives were far less optimistic; administrators identified current educational problems as having to do with the role and structure of today's families, and executives blamed lack of emphasis on teaching the basic skills, undermotivated or poorly trained teachers, undermotivated students, and low academic standards; administrators perceived that the things most frequently done by companies to assist schools were contributing materials or equipment, offering summer or part-time jobs, and contributing money. Administrators perceived far less activity than the executives claimed on behalf of their companies. (An appendix more than half the document, includes data tabulations and copies of the questionnaires for school administrators and corporate executives.) (CML)

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VIEWS OF U.S. PUBLIC SCHOOL ADMINISTRATORS ON THE STATUS OF U.S. PUBLIC EDUCATION AND THE ROLE OF CORPORATE AMERICA

MARKET RESEARCH DEPARTMENT
ALLSTATE RESEARCH & PLANNING CENTER

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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REACTIONS TO THE AMERICAN PUBLIC EDUCATION SYSTEM

A Study Conducted Jointly by

THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

and

ALLSTATE INSURANCE COMPANY

January, 1990

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INTRODUCTION

This report summarizes the results of a survey conducted jointly by the American Association of School Administrators (AASA) and the Allstate Insurance Company.

Its purpose was to learn the opinions of public school system administrators regarding

the QUALITY OF THE AMERICAN PUBLIC EDUCATION SYSTEM at present,

PERCEIVED DIRECTIONS OF CHANGE, past and future,

FACTORS RESPONSIBLE for current problems and INDICATED SOLUTIONS,

the IMPACT ON U.S. COMPANIES of public education problems, and

the PERCEIVED ROLE OF U.S. COMPANIES, present and future.

In order to obtain this information, a questionnaire was mailed on December 13, 1989, to a sample of 1000 district superintendants who were members of the AASA. Returns were accepted through January 15, 1990. By this date, 385 responses (38.5%) had been received.

The questionnaire, which is reproduced in the Appendix, parallels closely the one used in a joint survey conducted by Fortune Magazine and Allstate Insurance in the Spring of 1989, among 404 executives in America's largest corporations (Fortune 500 industrial companies and Fortune 500 service companies). That questionnaire is also appended so that the necessary minor differences in question wording may be seen.

This report will compare the opinions of the corporate executives from the earlier survey with those of the school administrators reached in this more recent survey. In interpreting these comparisons, one particular difference between the two samples seems worthy of note. Eighty six percent of the school administrators responding were from cities with populations under 500,000. In contrast, only 22% of the corporate executives were from cities of this smaller size. Moreover, 59% of them were from larger cities of one million or more.

SUMMARY OF FINDINGS

QUALITY OF AMERICAN PUBLIC EDUCATION

The majority of school administrators think the American public education system is doing a good or very good job, and would give it a grade of B-; very few, however, rated the job as excellent or gave it an A. Further, they are aware of high drop-out and functional illiteracy rates.

The opinions of administrators contrast quite sharply with those of corporate executives who tended to rate the job as only fair and to give a grade of C-.

PERCEIVED DIRECTIONS OF CHANGE

School administrators are quite optimistic about the TREND toward improvement in public education. About three fourths of them believe public education is better now than ten years ago, and about the same proportion think that it will be better in the year 2000 than it is now.

Corporate executives were much less sanguine about the current state of affairs vs. ten years ago, with about two thirds of them believing that education had become worse over that time. They are more optimistic than this about the ten years ahead, but they remain far less optimistic about the future than administrators.

FACTORS RESPONSIBLE & SOLUTIONS INDICATED

The factors cited most often by school administrators as being responsible for current educational problems had to do with the role and structure of today's families (parents not involved, more single parents, more divorces), low student motivation, state or local budget cuts, and low teacher motivation. About one third mentioned a lack of business involvement.

Corporate executives, on the other hand, are much more likely to place the blame on lack of emphasis on teaching the basic skills, undermotivated or poorly trained teachers, undermotivated (etc.) students, and low academic standards.

Among administrators, the most frequently cited solutions to education problems include getting parents more involved, making teachers more accountable for student performance, and increasing student motivation. More than four out of ten said more business involvement.

These solutions are also frequently offered by executives, but they also want more emphasis on teaching basic skills. raising academic standards, and increasing teachers' training levels.

IMPACT OF PUBLIC EDUCATION PROBLEMS ON U.S. COMPANIES

Most administrators think that U.S. companies are concerned about education problems, but they don't perceive as high a level of concern as executives claim on behalf of their companies. The majorities of both groups agree that it is difficult for companies to find/hire employees with good basic skills.

Administrators are much more likely to think the problem of finding/hiring such employees has become worse in the past ten years than they are to think it has improved; they are about equally divided as to whether the problem will get worse or better in the ten years ahead.

Executives feel much more strongly than administrators that the problem of finding/hiring employees with good basic skills has become worse and is going to continue to get worse.

PERCEIVED ROLE OF U.S.COMPANIES

Administrators perceive that the things most frequently done by companies at this time are contributing materials/equipment, offering summer/part-time jobs, and contributing money. In general, they perceive far less activity than the executives claim on behalf of their companies. This is especially true for encouraging employees to teach courses and to tutor.

When asked what they thought the appropriate role for U.S. companies should be in helping overcome educational problems, administrators most frequently mentioned activities which would not bring people from business INTO the schools, such as supporting tax increases, contributing materials/equipment, and offering jobs to students.

Although executives also give high priority to contributing materials/equipment and offering jobs (but not supporting tax increases), they differ from administrators in that they give much higher priority to encouraging employees to serve on school boards and to teach courses. Interestingly, 82% of these executives believe companies should be contributing money, vs. only 61% of the administrators.

Administrators believe that companies should be willing to contribute at all educational levels. However, they mentioned vocational school most often and graduate school least often.

Corporate executives also believe that there should be contributions at all levels, but there are striking differences in their priorities. They see contributions at the college level as much more appropriate and contributions at the levels below high school as much less appropriate than do administrators. Further, they place a low priority on vocational schools, which was highest among the administrators.

When asked to assess the OVERALL effects to date of U.S. companies' efforts to help improve the quality of public education in their areas, only 28% of administrators said that companies have made at least a fair amount of difference (with only 3% saying companies had made a big difference).

Only about one in five of the corporate executives thinks his/her companies' efforts have made any difference.

DISCUSSION OF FINDINGS

QUALITY OF AMERICAN PUBLIC EDUCATION

The majority of school administrators think the American public education system is doing a good or very good job, and would give it a grade of B-; very few rated the job as excellent or gave it an A.

As shown below, these answers contrast quite sharply with those of corporate executives who tended to rate the job as only fair and to give a grade of C-.

"How good a job do you think the American public education is doing at turning out an educated population?"

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
Excellent	5	-
Very good	42	2
Good	44	21
Fair	8	55
Poor	1	22

"If you were asked to grade the American public education system, what grade would you give it?"

	%	%
A	7	-
B	68	7
C	23	54
D	2	34
F	-	5

On average, school administrators think that our system is somewhat better than England's and definitely better that that of the Soviet Union. They are about equally divided as to whether our system is better or worse than Japan's.

In contrast, corporate executives think that our system is not as good as England's, inferior to Japan's, and only a little better than the Soviet Union's.

"How do you think the American public education system compares with the education system in each of the following countries?"

	Percent of Respondents	
	School Administrators	Corporate Executives
ENGLAND	%	%
U.S. better	51	13
Same	29	28
U.S. worse	6	49
No idea	14	10
JAPAN		
U.S. better	36	3
Same	19	2
U.S. worse	33	92
No idea	12	5
SOVIET UNION		
U.S. better	70	34
Same	7	11
U.S. worse	6	24
No idea	17	31

School administrators and corporate executives are in close agreement on the high school drop-out rate, with the largest segment of each group believing that it is 20-29%.

They also agree fairly closely on the level of functional illiteracy in our adult population, with most of each group believing that 10% or more of our adults are functionally illiterate.

"About what percent of students drop out before finishing high school?"

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
Less than 10%	9	3
10%-19%	28	27
20%-29%	40	40
30%-39%	18	20
40% or more	4	7
No idea	1	3

"About what percent of adult Americans are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension?"

	%	%
Less than 5%	5	3
5%-9%	19	15
10%-14%	30	28
15%-19%	19	21
20% or more	23	30
No idea	4	3

While most administrators think that fewer than 10% are unable to read their high school diplomas, over half of the executives interviewed believe that 10% or more are unable to do so.

"About what percent of high school graduates are not able to read their diplomas?"

Less than 5%	49	8
5%-9%	21	25
10%-14%	15	25
15%-19%	8	14
20% or more	4	15
No idea	3	3

About two thirds of the administrators think that their state has been effective in implementing public education reform initiatives. About the same proportion of excutives think their states have NOT been effective.

How effective do you think the state in which your school is located has been in implementing public education reform initiatives?

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
Very effective	18	2
Fairly effective	50	25
Not too effective	23	48
Not at all effective	8	16
No idea	1	9

PERCEIVED DIRECTIONS OF CHANGE

School administrators are quite optimistic about the TREND toward improvement in public education. About three fourths of them believe public education is better now than ten years ago, and about the same proportion think that it will be better in the year 2000 than it is now.

Corporate executives were much less sanguine about the current state of affairs vs. ten years ago, with about two thirds of them believing that education had become worse over that time. They are more optimistic than this about the ten years ahead, but they remain far less optimistic about the future than administrators. Only 43% of the the executives felt that American public education will be getting better.

"How good do you think American public education is now compared with ten years ago?"

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
Much better now	27	
	73	11
A little better	46	
About the same	19	25
A little worse	7	
	8	64
Much worse now	1	

"How about ten years from now--around the year 2000--how good do you think American public education will be compared with how it is now?"

Much better in 10 years	28	
	75	43
A little better	47	
About the same	14	25
A little worse	6	
	8	26
Much worse in 10 years	2	
No idea at all	3	6

FACTORS RESPONSIBLE & SOLUTIONS INDICATED

The factors cited most often by school administrators as being responsible for current educational problems had to do with the role and structure of today's families (parents not involved, more single parents, more divorces), low student motivation, state or local budget cuts, and low teacher motivation. These are *'d in the table below. About one third (35%) mentioned a lack of business involvement.

Corporate executives, on the other hand, are much more likely to place the blame on lack of emphasis on teaching the basic skills, undermotivated or poorly trained teachers, undermotivated (etc.) students, and low academic standards.

*Which factors do you think are most responsible for the problems of the *American public education system?

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
FAMILIES		
Parents not involved enough	81*	95
Increased # of low income households	50	28
Increased # of non-English speaking hh's	28	31
Higher divorce rate	67*	38
Increased # of single parent households	74*	53
STUDENTS		
Poorly motivated students	75*	76*
Poor student study habits	59	66*
Poorly disciplined students	55	75*
Student drug abuse	50	43
Student alcohol abuse	47	32
SCHOOL SYSTEM		
Cuts in state or local budget	67*	26
Cuts in Federal budget	40	17
Not enough emphasis on basic reading, writing and math skills	39	85*
Low academic standards	36	72*
Not enough business involvement	35	NA
Schools have not been pushed to improve their standards	30	69*
Not enough pre-school facilities	28	22
Poor school boards	21	33
Poor school administrators	11	44
Not enough emphasis on elective subjects	7	3
Not enough emphasis on special education programs	1	NA
TEACHERS		
Inadequately trained teachers	27	60*
Not enough teachers	18	27
Undermotivated teachers	62*	80*

* = Individual responses given by 60% or more

Among administrators, the most frequently cited solutions to education problems include getting parents more involved, making teachers more accountable for student performance, and increasing student motivation. More than four out of ten said more business involvement.

These solutions are also frequently offered by executives, but they also want more emphasis on teaching basic skills. raising academic standards, and increasing teachers' training levels.

"Which things do you think would do the most to improve the American public education system?"

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
FAMILIES		
Get parents more involved with students	90*	89*
Get parents more involved with schools	69*	71*
STUDENTS		
Motivate students more	68*	82*
Improve student study habits	59	55
Offer programs to meet student needs	47	NA
Discipline students more	39	50
Reduced class sizes	31	NA
SCHOOL SYSTEM		
Raise academic standards	47	80*
Require a longer school year	46	52
More business involvement	44	NA
More emphasis on basic reading, writing and math skills	43	87*
Better career guidance/job counseling	40	36
More enough pre-school facilities	34	25
Better school boards	26	34
Require a longer school day	23	25
Better school administrators	22	49
Let parents freely choose child's school	11	35
Give out more homework	8	22
More emphasis on elective subjects	7	4
TEACHERS		
Make teachers more accountable for student performance	74*	80*
Increase teachers' social status	54	47
Eliminate tenure for teachers	52	47
Increase teacher salaries	49	58
Increase teachers training in subjects they teach	47	62*
Fewer students per teacher	33	37
Involve teachers in running the schools	23	23
Increase number of teachers	18	23

* = Individual responses given by 60% or more

IMPACT OF PUBLIC EDUCATION PROBLEMS ON U.S. COMPANIES

Most administrators think that U.S. companies are concerned about education problems, but they don't perceive as high a level of concern as executives claim on behalf of their companies. The majorities of both groups agree that it is difficult for companies to find/hire employees with good basic skills.

"How concerned do you think U.S. companies are about the problems of the American public education system?

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
Very concerned	32	51
Fairly concerned	48	36
Not too concerned	18	12
Not at all concerned	2	1

"How difficult do you think it is for U.S. companies to find and hire new employees with good basic education skills?

Very difficult	7	9
Fairly difficult	51	49
Not too difficult	39	39
Not at all difficult	3	3

Administrators are much more likely to think the problem of finding/hiring such employees has become worse in the past ten years than they are to think it has improved; they are about equally divided as to whether the problem will get worse or better in the ten years ahead.

Executives feel much more strongly than administrators that the problem of finding/hiring employees with good basic skills has become worse and is going to continue to get worse.

"Do you think that U.S. companies are finding it more difficult or less difficult now to find and hire new employees with good basic education skills than they did 10 years ago?"

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
More difficult now	45	60
About the same	42	34
Less difficult now	11	3
No idea	2	3

"Do you think companies will find it more difficult or less difficult ten years from now to find and hire new employees with good basic education skills than they do now?"

More difficult in 10 yrs	31	51
About the same	39	30
Less difficult in 10 yrs	27	13
No idea	3	6

PERCEIVED ROLE OF U.S.COMPANIES

Administrators perceive that the things most frequently done by companies at this time are contributing materials/equipment, offering summer/part-time jobs, and contributing money. For most of the items listed below, they perceive far less activity than the executives claim on behalf of their companies. This is especially true for encouraging employees to teach courses and to tutor.

"What are companies doing now to help overcome local public education system problems?"

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
Contribute materials or equipment	63	65
Offer summer or part time jobs to students	53	79
Contribute money	45	77
Encourage employees to serve on local school boards	35	59
Offer career or job counseling to students	29	43
Lobby legislatures for education reforms	25	33
Encourage employees to teach courses	23	50
Encourage disadvantaged students to graduate high school by providing jobs	20	29
Support tax increase to pay for improvements in the public educaton system	18	22
Encourage employees to serve as tutors	16	32
Loan executives to the public education system	11	15
Other	3	2
NONE OF THE ABOVE	2	4

When asked what they thought the appropriate role for U.S. companies should be in helping overcome educational problems, administrators most frequently mentioned activities which would not bring people from business INTO the schools, such as supporting tax increases, contributing materials/equipment, and offering jobs to students.

Although executives also give high priority to contributing materials/equipment and offering jobs (but not supporting tax increases), they differ from administrators in that they give much higher priority to encouraging employees to serve on school boards and to teach courses. Interestingly, 82% of these executives believe companies should be contributing money, vs. only 61% of the administrators.

"What should companies be willing to do (if asked) to help overcome local public education system problems?"

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
Support tax increase to pay for improvements in the public educaton system	78	41
Contribute materials or equipment	72	75
Offer summer or part time jobs to students	68	85
Encourage disadvantaged students to graduate high school by providing jobs	66	48
Offer career or job counseling to students	66	64
Lobby legislatures for education reforms	66	53
Encourage employees to serve on local school boards	62	80
Contribute money	61	82
Encourage employees to serve as tutors	55	61
Encourage employees to teach courses	52	71
Loan executives to the public education system	39	37
Other	5	4
NONE OF THE ABOVE	*	4

Administrators believe that companies are contributing mostly at the high school level and above. Generally, they believe that companies are contributing somewhat less at the various levels of education than executives say is the case. An exception is that administrators think that companies are contributing to vocational schools far more than the executives say they are.

"To which school levels, if any, do you think U.S. companies contribute money now?"

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
Less than high school	29	35
Pre-school	18	14
Elementary school	19	26
Junior high school	21	26
High School/Vocational school	71	65
High school	44	55
Vocational school	64	36
College/Graduate school	72	83
College	70	82
Graduate school	56	57

Administrators believe that companies should be willing to contribute at all levels. However, they mentioned vocational school most often and graduate school least often.

Corporate executives also believe that there should be contributions at all levels, but there are striking differences in their priorities. They see contributions at the college level as much more appropriate and contributions at the levels below high school as much less appropriate than do administrators. Further, they place a low priority on vocational schools, which was highest among the administrators.

"To which school levels, if any, do you think U.S. companies should be willing (if asked) to contribute money?"

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
Less than high school	76	65
Pre-school	61	28
Elementary school	63	37
Junior high school	64	38
High School/Vocational school	82	78
High school	69	63
Vocational school	75	43
College/Graduate school	64	87
College	63	84
Graduate school	53	59

Two thirds of the administrators in this survey (66%) said that their schools had in fact been offered assistance by companies. Among these, a large majority, 79%, said they had been very willing to accept. The executives surveyed reported that only 53% of the schools offered assistance by their companies had been very willing to accept.

"If your school has been offered assistance by a company, how willing has your school been to accept a company's assistance?"

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
Very willing	79	53
Fairly willing	21	39
Not too willing	*	7
Not at all willing	-	1

When asked to assess the overall effects to date of U.S. companies' efforts to help improve the quality of public education in their areas, only 28% of administrators said that companies have made at least a fair amount of difference (with only 3% saying companies had made a big difference).

Only about one in five (22%) of the corporte executives thinks his/her companies' efforts have made any difference.

"Overall, considering what you know about current involvement, how much difference do you think U.S. companies' efforts have made in the quality of the education provided by your area's public education system?"

	Percent of Respondents	
	School Administrators	Corporate Executives
	%	%
A big difference	3	2
A fair amount	25	20
Not much difference	50	59
None at all	11	16
Companies not involved in this area	11	-
Don't know	-	3

APPENDIX

SUPPLEMENTARY TABULATIONS

Q.1 OPINION OF THE JOB THE AMERICAN PUBLIC EDUCATION SYSTEM IS DOING AT TURNING OUT AN EDUCATED POPULATION

TABLE 1

		POPULATION			
		TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE		385	318	23	28
		100%	100%	100%	100%
BASE - TOTAL RESPONDING		384	317	23	28
		100%	100%	100%	100%
EXCELLENT/VERY GOOD (NET)		182	153	12	10
		47%	48%	52%	36%
EXCELLENT/VERY GOOD/GOOD (NET)		352	291	23	24
		92%	92%	100%	86%
EXCELLENT	(5)	19	17	1	-
		5%	5%	4%	
VERY GOOD	(4)	163	136	11	10
		42%	43%	48%	36%
GOOD	(3)	170	138	11	14
		44%	44%	48%	50%
FAIR	(2)	30	24	-	4
		8%	8%		14%
POOR	(1)	2	2	-	-
		1%	1%		
FAIR/POOR (NET)		32	26	-	4
		8%	8%		14%
NO ANSWER		1	1	-	-
MEAN		3.43	3.45	3.57	3.21
STD ERROR		0.04	0.04	0.12	0.13

Q.2 GRADE THAT SHOULD BE GIVEN TO THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE 2

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	383	316	23	28
	100%	100%	100%	100%
A/B (NET)	287	242	18	15
	75%	77%	78%	54%
A/B/C (NET)	375	310	23	27
	98%	98%	100%	96%
A (4)	28	24	3	-
	7%	8%	13%	
B (3)	259	218	15	15
	68%	69%	65%	54%
C (2)	88	68	5	12
	23%	22%	22%	43%
D (1)	8	6	-	1
	2%	2%		4%
F (0)	-	-	-	-
D/F (NET)	8	6	-	1
	2%	2%		4%
NO ANSWER	2	2	-	-
MEAN	2.80	2.82	2.91	2.50
STD ERROR	0.03	0.03	0.12	0.11

Q.3 OPINION OF THE AMERICAN PUBLIC EDUCATION SYSTEM NOW COMPARED WITH 10 YEARS AGO

TABLE 3

			POPULATION		
		TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE		385	318	23	28
		100%	100%	100%	100%
BASE - TOTAL RESPONDING		385	318	23	28
		100%	100%	100%	100%
BETTER/SAME (NET)		353	290	23	24
		92%	91%	100%	86%
MUCH/LITTLE BETTER (NET)		281	236	15	17
		73%	74%	65%	61%
MUCH	(5)	104	86	7	7
		27%	27%	30%	25%
LITTLE	(4)	177	150	8	10
		46%	47%	35%	36%
SAME	(3)	72	54	8	7
		19%	17%	35%	25%
LITTLE	(2)	28	24	-	4
		7%	8%		14%
MUCH	(1)	3	3	-	-
		1%	1%		
WORSE (NET)		31	27	-	4
		8%	8%		14%
NO IDEA		1	1	-	-
		*	*		
NO ANSWER		-	-	-	-
MEAN		3.91	3.92	3.96	3.71
STD ERROR		0.05	0.05	0.17	0.19

AMERICAN PUBLIC EDUCATION STUDY

Q.4 ESTIMATE OF HOW THE AMERICAN PUBLIC EDUCATION SYSTEM WILL BE 10 YEARS FROM NOW COMPARED WITH HOW IT IS TODAY

TABLE 4

		POPULATION			
		TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE		385	318	23	28
		100%	100%	100%	100%
BASE - TOTAL RESPONDING		385	318	23	28
		100%	100%	100%	100%
BETTER/SAME (NET)		343	283	21	25
		89%	89%	91%	89%
MUCH/LITTLE BETTER (NET)		289	242	18	18
		75%	76%	78%	64%
MUCH	(5)	108	88	9	7
		28%	28%	39%	25%
LITTLE	(4)	181	154	9	11
		47%	48%	39%	39%
SAME	(3)	54	41	3	7
		14%	13%	13%	25%
LITTLE	(2)	23	17	1	3
		6%	5%	4%	11%
MUCH	(1)	7	7	-	-
		2%	2%		
WORSE (NET)		30	24	1	3
		8%	8%	4%	11%
NO IDEA		12	11	1	-
		3%	3%	4%	
NO ANSWER		-	-	-	-
MEAN		3.97	3.97	4.18	3.79
STD ERROR		0.05	0.05	0.18	0.18

Q.5A OPINION OF THE AMERICAN PUBLIC EDUCATION SYSTEM COMPARED WITH THE EDUCATION SYSTEM IN ENGLAND

TABLE 5

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	374	310	21	28
	100%	100%	100%	100%
BETTER/SAME (NET)	297	242	20	23
	79%	78%	95%	82%
BETTER (3)	189	152	16	14
	51%	49%	76%	50%
SAME (2)	108	90	4	9
	29%	29%	19%	32%
WORSE (1)	24	22	-	1
	6%	7%		4%
WORSE/SAME (NET)	132	112	4	10
	35%	36%	19%	36%
DON'T KNOW	53	46	1	4
	14%	15%	5%	14%
NO ANSWER	11	8	2	-
MEAN	2.51	2.49	2.80	2.54
STD ERROR	0.04	0.04	0.09	0.12

Q.5B OPINION OF THE AMERICAN PUBLIC EDUCATION SYSTEM COMPARED WITH THE EDUCATION SYSTEM IN THE SOVIET UNION

TABLE 6

	TOTAL	POPULATION: UNDER 500,000	500,000-999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	374	310	21	28
	100%	100%	100%	100%
BETTER/SAME (NET)	286	238	18	20
	76%	77%	86%	71%
BETTER (3)	258	217	16	17
	69%	70%	76%	61%
SAME (2)	28	21	2	3
	7%	7%	10%	11%
WORSE (1)	23	18	1	2
	6%	6%	5%	7%
WORSE/SAME (NET)	51	39	3	5
	14%	13%	14%	18%
DON'T KNOW	65	54	2	6
	17%	17%	10%	21%
NO ANSWER	11	8	2	-
MEAN	2.76	2.78	2.79	2.68
STD ERROR	0.03	0.04	0.12	0.14

Q.5C OPINION OF THE AMERICAN PUBLIC EDUCATION SYSTEM COMPARED WITH THE EDUCATION SYSTEM IN JAPAN

TABLE 7

		POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	374	310	21	28
	100%	100%	100%	100%
BETTER/SAME (NET)	208	170	14	17
	56%	55%	67%	61%
BETTER (3)	138	113	9	11
	37%	36%	43%	39%
SAME (2)	70	57	5	6
	19%	18%	24%	21%
WORSE (1)	122	102	5	9
	33%	33%	24%	32%
WORSE/SAME (NET)	192	159	10	15
	51%	51%	48%	54%
DON'T KNOW	44	38	2	2
	12%	12%	10%	7%
NO ANSWER	11	8	2	-
MEAN	2.05	2.04	2.21	2.08
STD ERROR	0.05	0.05	0.20	0.17

Q.1 FACTORS MOST RESPONSIBLE FOR THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE 8

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	381	314	23	28
	100%	100%	100%	100%
FAMILIES (NET)	376	311	23	28
	99%	99%	100%	100%
PARENTS NOT INVOLVED ENOUGH	308	251	19	26
	81%	80%	83%	93%
INCREASED NUMBER OF SINGLE PARENT HOUSEHOLDS	283	237	18	20
	74%	75%	78%	71%
HIGH DIVORCE RATE	256	212	16	18
	67%	68%	70%	64%
INCREASED NUMBER OF LOW-INCOME HOUSEHOLDS	192	155	11	17
	50%	49%	48%	61%
INCREASED NUMBER OF NON-ENGLISH SPEAKING HOUSEHOLDS	108	81	8	13
	28%	26%	35%	46%
STUDENT (NET)	363	300	22	26
	95%	96%	96%	93%
POORLY MOTIVATED	284	230	17	23
	75%	73%	74%	82%
POOR STUDY HABITS	224	188	11	16
	59%	60%	48%	57%
POORLY DISCIPLINED	211	178	11	16
	55%	57%	48%	57%
DRUG ABUSE	192	153	12	21
	50%	49%	52%	75%

Q.1 FACTORS MOST RESPONSIBLE FOR THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE 8

	TOTAL	POPULATION		
		UNDER 500,000	500,000-999,999	1,000,000 OR MORE
ALCOHOL ABUSE	178	144	11	18
	47%	46%	48%	64%
SCHOOL SYSTEM (NET)	361	298	22	27
	95%	95%	96%	96%
CUTS IN STATE OR LOCAL BUDGETS	256	205	18	25
	67%	65%	78%	89%
CUTS IN THE FEDERAL BUDGET	153	127	11	12
	40%	40%	48%	43%
NOT ENOUGH EMPHASIS ON BASIS READING WRITING AND MATH SKILLS	149	131	4	8
	39%	42%	17%	29%
LOW ACADEMIC STANDARDS	137	113	4	13
	36%	36%	17%	46%
NOT ENOUGH INVOLVEMENT ON THE PART OF BUSINESS	134	112	7	12
	35%	36%	30%	43%
SCHOOLS HAVE NOT BEEN PUSHED TO IMPROVE THEIR STANDARDS	115	97	5	10
	30%	31%	22%	36%
NOT ENOUGH PRE-SCHOOL FACILITIES	105	83	8	12
	28%	26%	35%	43%
POOR SCHOOL BOARDS	81	62	4	10
	21%	20%	17%	36%
POOR SCHOOL ADMINISTRATORS	43	31	3	6
	11%	10%	13%	21%
NOT ENOUGH EMPHASIS ON ELECTIVE SUBJECTS	28	23	2	3
	7%	7%	9%	11%
NOT ENOUGH EMPHASIS ON SPECIAL EDUCATION PROGRAMS	4	3	-	1
	1%	1%		4%
TEACHERS (NET)	314	261	20	22
	82%	83%	87%	79%

Q.1 FACTORS MOST RESPONSIBLE FOR THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE 8

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
UNDERMOTIVATED TEACHERS	237	198	16	16
	62%	63%	70%	57%
INADEQUATELY TRAINED TEACHERS	102	84	5	9
	27%	27%	22%	32%
NOT ENOUGH TEACHERS	68	53	3	9
	18%	17%	13%	32%
OTHER	56	47	3	2
	15%	15%	13%	7%
DON'T KNOW/NO ANSWER	4	4	-	-

AMERICAN PUBLIC EDUCATION STUDY

Q.2 THINGS THAT COULD BE DONE TO MOST IMPROVE THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE 9

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	380	314	23	28
	100%	100%	100%	100%
TEACHERS (NET)	369	305	22	27
	97%	97%	96%	96%
MAKE TEACHERS MORE ACCOUNTABLE FOR STUDENTS PERFORMANCE	282	233	16	23
	74%	74%	70%	82%
INCREASE SOCIAL STATUS OF TEACHERS	206	173	11	16
	54%	55%	48%	57%
ELIMINATE TENURE FOR TEACHERS	197	165	9	17
	52%	53%	39%	61%
INCREASE TEACHERS SALARIES	185	155	10	12
	49%	49%	43%	43%
INCREASE THE TRAINING OF TEACHERS IN THE SUBJECTS THEY TEACH	177	147	11	16
	47%	47%	48%	57%
FEWER STUDENTS PER TEACHER	125	102	7	12
	33%	32%	30%	43%
INVOLVE TEACHERS IN THE RUNNING OF SCHOOLS	87	71	4	9
	23%	23%	17%	32%
INCREASE NUMBER OF TEACHERS	70	55	5	9
	18%	18%	22%	32%
STUDENTS (NET)	362	299	23	26
	95%	95%	100%	93%
MOTIVATE STUDENTS MORE	259	216	14	18
	68%	69%	61%	64%

RITCHIE RESEARCH ASSOCIATES, INC. - DECEMBER 1989

Q.2 THINGS THAT COULD BE DONE TO MOST IMPROVE THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE 9

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
IMPROVE STUDY HABITS	226	185	12	18
	59%	59%	52%	64%
OFFER PROGRAMS TO MEET STUDENT NEEDS	179	145	15	15
	47%	46%	65%	54%
DISCIPLINE STUDENTS MORE	147	125	9	8
	39%	40%	39%	29%
REDUCE CLASS SIZE	119	98	8	10
	31%	31%	35%	36%
SCHOOL SYSTEM (NET)	361	298	21	27
	95%	95%	91%	96%
RAISE ACADEMIC STANDARDS	178	147	10	13
	47%	47%	43%	46%
REQUIRE A LONGER SCHOOL YEAR	176	146	9	15
	46%	46%	39%	54%
MORE INVOLVEMENT FROM BUSINESS	167	137	10	15
	44%	44%	43%	54%
MORE EMPHASIS ON BASIC READING, WRITING AND MATH SKILLS	163	142	5	12
	43%	45%	22%	43%
BETTER CAREER GUIDANCE AND JOB COUNSELING	152	128	8	12
	40%	41%	35%	43%
MORE PRE-SCHOOL FACILITIES	131	102	10	16
	34%	32%	43%	57%
BETTER SCHOOL BOARDS	97	68	9	13
	26%	22%	39%	46%
REQUIRE A LONGER SCHOOL DAY	89	71	5	9
	23%	23%	22%	32%
BETTER SCHOOL ADMINISTRATORS	83	62	5	12
	22%	20%	22%	43%

AMERICAN PUBLIC EDUCATION STUDY

Q.2 THINGS THAT COULD BE DONE TO MOST IMPROVE THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE 9

	TOTAL	POPULATION		
		UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
LET PARENTS FREELY CHOOSE THE SCHOOLS FOR THEIR CHILDREN	42 11%	38 12%	2 9%	1 4%
GIVE OUT MORE HOMEWORK	31 8%	27 9%	1 4%	2 7%
OFFER MORE ELECTIVE SUBJECTS	25 7%	21 7%	-	4 14%
FAMILIES (NET)	357 94%	294 94%	22 96%	28 100%
GET PARENTS MORE INVOLVED WITH STUDENTS	342 90%	282 90%	22 96%	26 93%
GET PARENTS MORE INVOLVED WITH SCHOOLS	263 69%	220 70%	14 61%	22 79%
OTHER	63 17%	54 17%	4 17%	2 7%
DON'T KNOW/NO ANSWER	5	4	-	-

Q.3 APPROXIMATE PERCENTAGE OF STUDENTS THAT DROP OUT BEFORE GRADUATING FROM HIGH SCHOOL

TABLE 10

		POPULATION			
		TOTAL	UNDER 500,000	500,000-999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE		385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING		376 100%	315 100%	22 100%	27 100%
UNDER 20 (NET)		138 37%	124 39%	5 23%	6 22%
UNDER 30 (NET)		292 78%	256 81%	15 68%	13 48%
UNDER 10 PERCENT	(1)	34 9%	32 10%	-	1 4%
10 - 19 PERCENT	(2)	104 28%	92 29%	5 23%	5 19%
20 - 29 PERCENT	(3)	154 41%	132 42%	10 45%	7 26%
30 - 39 PERCENT	(4)	66 18%	46 15%	6 27%	11 41%
40 PERCENT OR MORE	(5)	15 4%	12 4%	1 5%	1 4%
DON'T KNOW		3 1%	1 *	-	2 7%
NO ANSWER		9	3	1	1
MEAN		2.80	2.73	3.14	3.24
STD ERROR		0.05	0.05	0.18	0.19

Q.4 APPROXIMATE PERCENTAGE OF HIGH SCHOOL GRADUATES THAT ARE NOT ABLE TO READ THEIR DIPLOMAS

TABLE 11

		POPULATION			
		TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE		385	318	23	28
		100%	100%	100%	100%
BASE - TOTAL RESPONDING		378	317	22	27
		100%	100%	100%	100%
UNDER 10 (NET)		263	229	15	12
		70%	72%	68%	44%
UNDER 15 (NET)		321	275	20	16
		85%	87%	91%	59%
UNDER 5 PERCENT	(1)	183	159	9	10
		48%	50%	41%	37%
5 - 9 PERCENT	(2)	80	70	6	2
		21%	22%	27%	7%
10 - 14 PERCENT	(3)	58	46	5	4
		15%	15%	23%	15%
15 - 19 PERCENT	(4)	30	21	1	7
		8%	7%	5%	26%
20 PERCENT OR MORE	(5)	16	14	-	1
		4%	4%		4%
DON'T KNOW		11	7	1	3
		3%	2%	5%	11%
NO ANSWER		7	1	1	1
MEAN		1.95	1.91	1.90	2.46
STD ERROR		0.06	0.07	0.21	0.29

Q.5 APPROXIMATE PERCENTAGE OF ADULT AMERICANS THAT ARE FUNCTIONALLY ILLITERATE BY THE SIMPLEST TESTS OF READING, WRITING AND COMPREHENSION

TABLE 12

		POPULATION			
		TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE		385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING		375 100%	314 100%	23 100%	26 100%
UNDER 10 (NET)		90 24%	78 25%	6 26%	5 19%
UNDER 15 (NET)		201 54%	172 55%	13 57%	11 42%
UNDER 5 PERCENT	(1)	17 5%	16 5%	1 4%	-
5 - 9 PERCENT	(2)	73 19%	62 20%	5 22%	5 19%
10 - 14 PERCENT	(3)	111 30%	94 30%	7 30%	6 23%
15 - 19 PERCENT	(4)	72 19%	59 19%	6 26%	5 19%
20 PERCENT OR MORE	(5)	88 23%	71 23%	3 13%	9 35%
DON'T KNOW		14 4%	12 4%	1 4%	1 4%
NO ANSWER		10	4	-	2
MEAN		3.39	3.35	3.23	3.72
STD ERROR		0.06	0.07	0.24	0.23

Q.1 LEVEL OF DIFFICULTY IT IS FOR U.S. COMPANIES TO FIND AND HIRE NEW EMPLOYEES WITH GOOD BASIC EDUCATION SKILLS

TABLE 13

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	380 100%	317 100%	23 100%	28 100%
ANY (NET)	367 97%	306 97%	21 91%	28 100%
VERY/FAIRLY DIFFICULT (NET)	218 57%	182 57%	8 35%	21 75%
VERY (4)	28 7%	20 6%	1 4%	5 18%
FAIRLY (3)	190 50%	162 51%	7 30%	16 57%
NOT TOO (2)	149 39%	124 39%	13 57%	7 25%
NOT AT ALL (1)	13 3%	11 3%	2 9%	-
NO ANSWER	5	1	-	-
MEAN	2.61	2.60	2.30	2.93
STD ERROR	0.03	0.04	0.15	0.13

Q.2 LEVEL OF CONCERN THAT U.S. COMPANIES HAVE CONCERNING THE PROBLEMS OF THE AMERICAN EDUCATION SYSTEM

TABLE 14

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	379	316	23	28
	100%	100%	100%	100%
ANY (NET)	372	310	22	28
	98%	98%	96%	100%
VERY/FAIRLY CONCERNED (NET)	303	255	16	22
	80%	81%	70%	79%
VERY (4)	123	98	6	13
	32%	31%	26%	46%
FAIRLY (3)	180	157	10	9
	47%	50%	43%	32%
NOT TOO (2)	69	55	6	6
	18%	17%	26%	21%
NOT AT ALL (1)	7	6	1	-
	2%	2%	4%	
NO ANSWER	6	2	-	-
MEAN	3.11	3.10	2.91	3.25
STD ERROR	0.04	0.04	0.18	0.15

Q.3 OPINION OF HOW DIFFICULT COMPANIES ARE FINDING IT TO LOCATE WORKERS WITH GOOD BASIC EDUCATION SKILLS COMPARED TO 10 YEARS AGO

TABLE 15

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	377	315	23	28
	100%	100%	100%	100%
MORE/SAME (NET)	327	274	20	26
	87%	87%	87%	93%
MORE DIFFICULT NOW (3)	169	140	11	14
	45%	44%	48%	50%
SAME (2)	158	134	9	12
	42%	43%	39%	43%
LESS DIFFICULT (1)	43	35	3	2
	11%	11%	13%	7%
LESS/SAME (NET)	201	169	12	14
	53%	54%	52%	50%
DON'T KNOW	7	6	-	-
	2%	2%		
NO ANSWER	8	3	-	-
MEAN	2.34	2.34	2.35	2.43
STD ERROR	0.04	0.04	0.15	0.12

AMERICAN PUBLIC EDUCATION STUDY

Q.4 HOW DIFFICULT WILL COMPANIES FIND IT TO HIRE NEW EMPLOYEES WITH GOOD BASIC EDUCATION SKILLS AROUND THE YEAR 2000

TABLE 16

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	376	314	23	28
	100%	100%	100%	100%
MORE/SAME (NET)	263	221	15	22
	70%	70%	65%	79%
MORE (3)	115	97	3	13
	31%	31%	13%	46%
SAME (2)	148	124	12	9
	39%	39%	52%	32%
LESS (1)	102	85	7	5
	27%	27%	30%	18%
LESS/SAME (NET)	250	209	19	14
	66%	67%	83%	50%
DON'T KNOW	11	8	1	1
	3%	3%	4%	4%
NO ANSWER	9	4	-	-
MEAN	2.04	2.04	1.82	2.30
STD ERROR	0.04	0.04	0.14	0.15

AMERICAN PUBLIC EDUCATION STUDY

Q.7 WHAT AMERICAN COMPANIES ARE NOW DOING TO HELP OVERCOME THE PROBLEMS OF THE EDUCATION SYSTEM IN YOUR AREA

TABLE 17

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
CONTRIBUTING MATERIALS OR EQUIPMENT	244	200	18	18
	63%	63%	78%	64%
OFFER SUMMER JOBS OR PART-TIME JOBS	205	177	10	10
	53%	56%	43%	36%
CONTRIBUTING MONEY	173	144	9	14
	45%	45%	39%	50%
ENCOURAGING EMPLOYEES TO SERVE ON LOCAL SCHOOL BOARDS	134	113	7	11
	35%	36%	30%	39%
OFFER CAREER OR JOB COUNSELING TO STUDENTS	112	95	6	8
	29%	30%	26%	29%
LOBBY THE LEGISLATURE FOR EDUCATION REFORM	95	77	3	11
	25%	24%	13%	39%
ENCOURAGING EMPLOYEES TO TEACH COURSES	87	71	4	9
	23%	22%	17%	32%
ENCOURAGE DISADVANTAGED STUDENTS TO GRADUATE FROM HIGH SCHOOL BY PROVIDING JOBS FOR THEM	78	69	3	5
	20%	22%	13%	18%
SUPPORT TAX INCREASES TO PAY FOR IMPROVEMENTS IN THE PUBLIC EDUCATION SYSTEM	69	63	-	4
	18%	20%		14%
ENCOURAGE EMPLOYEES TO SERVE AS TUTORS	63	52	3	7
	16%	16%	13%	25%
LOAN EXECUTIVES TO THE PUBLIC EDUCATION SYSTEM	43	34	1	7
	11%	11%	4%	25%
ALL (NET)	6	6	-	-
	2%	2%		

Q.7 WHAT AMERICAN COMPANIES ARE NOW DOING TO HELP OVERCOME THE PROBLEMS OF THE EDUCATION SYSTEM IN YOUR AREA

TABLE 17

	TOTAL	POPULATION: UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
OTHER	12	11	1	-
	3%	3%	4%	
NONE	8	7	-	1
	2%	2%		4%
DON'T KNOW/NO ANSWER	38	30	2	2
	10%	9%	9%	7%

Q.7 WHAT AMERICAN COMPANIES SHOULD BE DOING TO HELP OVERCOME THE PROBLEMS IN THE AMERICAN EDUCATION SYSTEM IN YOUR AREA

TABLE 18

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
SUPPORT TAX INCREASES TO PAY FOR IMPROVEMENTS IN THE PUBLIC EDUCATION SYSTEM	299	251	18	20
	78%	79%	78%	71%
CONTRIBUTING MATERIALS OR EQUIPMENT	278	233	18	19
	72%	73%	78%	68%
OFFER SUMMER JOBS OR PART-TIME JOBS	262	224	14	14
	68%	70%	61%	50%
ENCOURAGE DISADVANTAGED STUDENTS TO GRADUATE FROM HIGH SCHOOL BY PROVIDING JOBS FOR THEM	255	212	16	18
	66%	67%	70%	64%
OFFER CAREER OR JOB COUNSELING TO STUDENTS	253	212	13	17
	66%	67%	57%	61%
LOBBY THE LEGISLATURE FOR EDUCATION REFORM	253	214	14	17
	66%	67%	61%	61%
ENCOURAGING EMPLOYEES TO SERVE ON LOCAL SCHOOL BOARDS	239	200	13	17
	62%	63%	57%	61%
CONTRIBUTING MONEY	235	192	15	20
	61%	60%	65%	71%
ENCOURAGE EMPLOYEES TO SERVE AS TUTORS	213	177	12	19
	55%	56%	52%	68%
ENCOURAGING EMPLOYEES TO TEACH COURSES	202	170	10	15
	52%	53%	43%	54%
LOAN EXECUTIVES TO THE PUBLIC EDUCATION SYSTEM	149	122	12	12
	39%	38%	52%	43%
ALL (NET)	47	42	3	2
	12%	13%	13%	7%

AMERICAN PUBLIC EDUCATION STUDY

Q.7 WHAT AMERICAN COMPANIES SHOULD BE DOING TO HELP OVERCOME THE PROBLEMS IN THE AMERICAN EDUCATION SYSTEM IN YOUR AREA

TABLE 18

	TOTAL	POPULATION		
		UNDER 500,000	500,000-999,999	1,000,000 OR MORE
OTHER	21	19	1	1
	5%	6%	4%	4%
NONE	1	-	1	-
	*		4%	
DON'T KNOW/NO ANSWER	13	6	-	3
	3%	2%		11%

Q.8 HOW MUCH DIFFERENCE DOES THE CURRENT EFFORT OF U.S. COMPANIES MAKE IN THE QUALITY OF EDUCATION IN YOUR AREA

TABLE 19

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	375	313	22	28
	100%	100%	100%	100%
ANY EFFORT (NET)	332	274	20	27
	89%	88%	91%	96%
BIG/FAIR (NET)	104	91	4	6
	28%	29%	18%	21%
BIG (4)	11	9	-	1
	3%	3%		4%
FAIR (3)	93	82	4	5
	25%	26%	18%	18%
NOT MUCH (2)	186	151	13	15
	50%	48%	59%	54%
NONE (1)	42	32	3	6
	11%	10%	14%	21%
NOT INVOLVED IN AREA	43	39	2	1
	11%	12%	9%	4%
NO ANSWER	10	5	1	-
MEAN	2.22	2.25	2.05	2.04
STD ERROR	0.04	0.04	0.14	0.15

AMERICAN PUBLIC EDUCATION STUDY

Q.9 SCHOOL LEVELS U.S. COMPANIES CONTRIBUTE MONEY TO NOW -

TABLE 20

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
ALL	33	31	1	1
	9%	10%	4%	4%
ANY (NET)	316	264	20	23
	82%	83%	87%	82%
PRE-SCHOOL	68	59	4	4
	18%	19%	17%	14%
ELEMENTARY	74	61	5	7
	19%	19%	22%	25%
JUNIOR HIGH	79	67	4	8
	21%	21%	17%	29%
PRE HIGH SCHOOL (NET)	110	93	6	10
	29%	29%	26%	36%
HIGH SCHOOL OR MORE (NET)	313	261	20	23
	81%	82%	87%	82%
HIGH/VOCATIONAL SCHOOL (NET)	274	233	16	20
	71%	73%	70%	71%
HIGH SCHOOL	168	139	9	17
	44%	44%	39%	61%
VOCATIONAL	247	209	14	19
	64%	66%	61%	68%
COLLEGE OR MORE (NET)	279	232	18	20
	72%	73%	78%	71%
COLLEGE	270	223	18	20
	70%	70%	78%	71%

RITCHIE RESEARCH ASSOCIATES, INC. - DECEMBER 1989

Q.9 SCHOOL LEVELS U.S. COMPANIES CONTRIBUTE MONEY TO NOW -

TABLE 20

	TOTAL	POPULATION		
		UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
GRADUATE SCHOOL	216	177	16	16
	56%	56%	70%	57%
NONE/NO ANSWER	69	54	3	5
	18%	17%	13%	18%

AMERICAN PUBLIC EDUCATION STUDY

Q.9 SCHOOL LEVELS U.S. COMPANIES SHOULD BE WILLING TO CONTRIBUTE MONEY TO -

TABLE 21

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
ALL	139	115	9	12
	36%	36%	39%	43%
ANY (NET)	347	289	22	24
	90%	91%	96%	86%
PRE-SCHOOL	236	194	16	20
	61%	61%	70%	71%
ELEMENTARY	243	198	18	19
	63%	62%	78%	68%
JUNIOR HIGH	247	204	17	18
	64%	64%	74%	64%
PRE HIGH SCHOOL (NET)	291	240	19	23
	76%	75%	83%	82%
HIGH SCHOOL OR MORE (NET)	323	272	18	21
	84%	86%	78%	75%
HIGH/VOCATIONAL SCHOOL (NET)	316	265	18	21
	82%	83%	78%	75%
HIGH SCHOOL	265	222	13	20
	69%	70%	57%	71%
VOCATIONAL	288	244	17	18
	75%	77%	74%	64%
COLLEGE OR ABOVE (NET)	247	211	13	16
	64%	66%	57%	57%
COLLEGE	241	205	13	16
	63%	64%	57%	57%

RITCHIE RESEARCH ASSOCIATES, INC. - DECEMBER 1989

Q.9 SCHOOL LEVELS U.S. COMPANIES SHOULD BE WILLING TO CONTRIBUTE MONEY TO -

TABLE 21

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
GRADUATE SCHOOL	203	172	13	15
	53%	54%	57%	54%
NONE/NO ANSWER	38	29	1	4
	10%	9%	4%	14%

Q.10 HOW WILLING HAS SCHOOL BEEN TO ACCEPT ASSISTANCE FROM ANY COMPANY

TABLE 22

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	376 100%	314 100%	22 100%	28 100%
ASSISTANCE OFFERED (NET)	248 66%	205 65%	15 68%	19 68%
VERY/FAIRLY WILLING (NET)	247 66%	204 65%	15 68%	19 68%
VERY (4)	194 52%	157 50%	11 50%	19 68%
FAIRLY (3)	53 14%	47 15%	4 18%	-
NOT TOO (2)	1 *	1 *	-	-
NOT AT ALL (1)	-	-	-	-
NOT OFFERED	128 34%	109 35%	7 32%	9 32%
NO ANSWER	9	4	1	-
MEAN	3.78	3.76	3.73	4.00
STD ERROR	0.03	0.03	0.12	0.00

Q.11 OPINION OF HOW WELL THE STATE HAS BEEN IN IMPLEMENTING PUBLIC EDUCATION REFORM INITIATIVES

TABLE 23

		POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	377	316	22	28
	100%	100%	100%	100%
ANY (NET)	372	313	21	27
	99%	99%	95%	96%
VERY/FAIRLY EFFECTIVE (NET)	255	214	13	19
	68%	68%	59%	68%
VERY (4)	69	58	6	3
	18%	18%	27%	11%
FAIRLY (3)	186	156	7	16
	49%	49%	32%	57%
NOT TOO (2)	85	75	5	5
	23%	24%	23%	18%
NOT AT ALL (1)	32	24	3	3
	8%	8%	14%	11%
NO IDEA	5	3	1	1
	1%	1%	5%	4%
NO ANSWER	8	2	1	-
MEAN	2.78	2.79	2.76	2.70
STD ERROR	0.04	0.05	0.23	0.16

Q.1 NUMBER OF STUDENTS IN SCHOOL

TABLE 24

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	373	315	20	28
	100%	100%	100%	100%
UNDER 300 (NET)	60	57	1	1
	16%	18%	5%	4%
UNDER 400 (NET)	87	83	1	1
	23%	26%	5%	4%
UNDER 100	12	12	-	-
	3%	4%		
100 - 299	48	45	1	1
	13%	14%	5%	4%
300 - 399	27	26	-	-
	7%	8%		
400 - 499	19	18	1	-
	5%	6%	5%	
500 OR MORE	267	214	18	27
	72%	68%	90%	96%
NO ANSWER	12	3	3	-

Q.2 CHANGE IN ENROLLMENT BETWEEN NOW AND THE YEAR 2000

TABLE 25

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	375	316	21	28
	100%	100%	100%	100%
INCREASE/SAME (NET)	316	261	20	28
	84%	83%	95%	100%
INCREASE	194	153	12	24
	52%	48%	57%	86%
REMAIN THE SAME	122	108	8	4
	33%	34%	38%	14%
DECREASE	59	55	1	-
	16%	17%	5%	
DECREASE/SAME (NET)	181	163	9	4
	48%	52%	43%	14%
NO ANSWER	10	2	2	-

Q.2 PERCENTAGE INCREASE EXPECTED BETWEEN NOW AND THE YEAR 2000

TABLE 26

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - EXPECT INCREASE	194	153	12	24
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	188	149	12	23
	100%	100%	100%	100%
1 - 5	42	30	2	9
	22%	20%	17%	39%
6 - 9	3	3	-	-
	2%	2%		
10 - 14	58	47	3	7
	31%	32%	25%	30%
15 - 19	18	14	1	2
	10%	9%	8%	9%
20 - 24	23	19	2	1
	12%	13%	17%	4%
25 OR MORE	44	36	4	4
	23%	24%	33%	17%
NO ANSWER	6	4	-	1
MEAN	18.14	19.23	17.75	12.30
STD ERROR	1.35	1.65	2.90	2.09

Q.2 PERCENTAGE DECREASE EXPECTED BETWEEN NOW AND THE YEAR 2000

TABLE 27

	TOTAL	POPULATION		
		UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - EXPECT DECREASE	59 100%	55 100%	1 100%	-
BASE - TOTAL RESPONDING	50 100%	47 100%	1 100%	-
1 - 5	12 24%	10 21%	-	-
6 - 9	-	-	-	-
10 - 14	21 42%	20 43%	1 100%	-
15 - 19	3 6%	3 6%	-	-
20 - 24	9 18%	9 19%	-	-
25 OR MORE	5 10%	5 11%	-	-
NO ANSWER	9	8	-	-
MEAN	14.26	14.81	10.00	-
STD ERROR	2.07	2.17	-	-

Q.3 SIZE OF CITY SCHOOL IS LOCATED IN/NEAR

TABLE 28

	TOTAL	POPULATION: UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	369	318	23	28
	100%	100%	100%	100%
SMALL (NET)	318	318	-	-
	86%	100%		
UNDER 100,000	274	274	-	-
	74%	86%		
100,000 - 499,999	44	44	-	-
	12%	14%		
500,000 - 999,999	23	-	23	-
	6%		100%	
1,000,000 OR MORE	28	-	-	28
	8%			100%
LARGE (NET)	51	-	23	28
	14%		100%	100%
NO ANSWER	16	-	-	-

Q.4 LOCATION

TABLE 29

	TOTAL	POPULATION: UNDER 500,000	500,000-999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	383	317	22	28
	100%	100%	100%	100%
NORTH CENTRAL (NET)	175	149	9	10
	46%	47%	41%	36%
EAST NORTH CENTRAL	94	77	4	9
	25%	24%	18%	32%
WEST NORTH CENTRAL	81	72	5	1
	21%	23%	23%	4%
SOUTH ATLANTIC/CENTRAL (NET)	80	68	3	4
	21%	21%	14%	14%
WEST SOUTH CENTRAL	38	31	1	3
	10%	10%	5%	11%
SOUTH ATLANTIC	19	17	-	1
	5%	5%		4%
EAST SOUTH CENTRAL	18	15	2	-
	5%	5%	9%	
NORTHEAST (NET)	66	46	8	9
	17%	15%	36%	32%
MIDDLE ATLANTIC	46	28	7	8
	12%	9%	32%	29%
NEW ENGLAND	20	18	1	1
	5%	6%	5%	4%
WEST (NET)	61	54	1	5
	16%	17%	5%	18%

Q.4 LOCATION

TABLE 29

	TOTAL	POPULATION: UNDER 500,000	500,000-999,999	1,000,000 OR MORE
MOUNTAIN	31	30	-	1
	8%	9%		4%
PACIFIC	30	24	1	4
	8%	8%	5%	14%
NO ANSWER	3	1	2	-

Q.1 TYPE OF SCHOOL

TABLE 30

		POPULATION		
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	378 100%	316 100%	23 100%	28 100%
PUBLIC	376 99%	316 100%	22 96%	27 96%
PAROCHIAL	1 *	-	1 4%	-
PRIVATE	1 *	-	-	1 4%
NO ANSWER	7	2	-	-

Q.2 GRADE LEVELS TAUGHT AT SCHOOL

TABLE 31

	TOTAL	POPULATION: UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	375	315	21	28
	100%	100%	100%	100%
K - 12 (ALL - NET)	282	244	16	13
	75%	77%	76%	46%
ELEMENTARY	329	275	19	25
	88%	87%	90%	89%
INTERMEDIATE/JUNIOR HIGH	307	257	18	22
	82%	82%	86%	79%
HIGH SCHOOL	308	267	17	15
	82%	85%	81%	54%
TRADE SCHOOL	36	29	1	4
	10%	9%	5%	14%
OTHER	22	18	2	1
	6%	6%	10%	4%
NO ANSWER	10	3	2	-

AMERICAN PUBLIC EDUCATION STUDY

Q.3 AGE OF RESPONDENT

TABLE 32

	TOTAL	POPULATION: UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	379	318	23	27
	100%	100%	100%	100%
UNDER 45	97	82	6	6
	26%	26%	26%	22%
UNDER 55	289	242	16	22
	76%	76%	70%	81%
UNDER 35	4	3	1	-
	1%	1%	4%	
35 - 44	93	79	5	6
	25%	25%	22%	22%
45 - 54	192	160	10	16
	51%	50%	43%	59%
55 - 64	89	75	7	5
	23%	24%	30%	19%
65 OR OVER	1	1	-	-
	*	*		
NO ANSWER	6	-	-	1
MEAN	49.74	49.75	50.00	49.63
STD ERROR	0.38	0.41	1.78	1.25

AMERICAN PUBLIC EDUCATION STUDY

Q.4 ADDITIONAL COMMENTS ON SURVEY

TABLE 33

	TOTAL	POPULATION		
		UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
UNDERLYING CAUSES (NET)	41 11%	33 10%	4 17%	3 11%
DECAY OF ATTITUDES/VALUES/ETHNICS/FAMILY	14 4%	10 3%	3 13%	1 4%
SCHOOLS ASKED TO SOLVE SOCIAL PROBLEMS BEYOND EDUCATION	11 3%	10 3%	-	1 4%
EDUCATION OVER-CONTROLLED/NOT FREE TO IMPROVE	5 1%	4 1%	-	1 4%
QUALITY OF TEACHING IS POOR/TEACHERS MISMANAGED	4 1%	3 1%	-	-
INCEASING NUMBERS OF DISADVANTAGED STUDENTS/LEARNING PROBLEMS	4 1%	2 1%	-	2 7%
SOCIETY HAS BEEN INDIFFERENT TO EDUCATION/UNDERFUNDED	4 1%	3 1%	-	1 4%
EDUCATION TOO POLITICAL	3 1%	3 1%	-	-
MULTI-CULTURED SOCIETY COMPLICATES EFFECTIVE PUBLIC EDUCATION	2 1%	1 *	-	1 4%
DIFFICULT TO EDUCATE ALL STUDENTS (UNSPECIFIED)	2 1%	2 1%	-	-
LIBERALIZATION OF SCHOOLS IN 1960'S STARTED DOWNSLIDE	1 *	1 *	-	-
LACK OF PROGRAMS/TRADE SCHOOLS/JOBS FOR ACADEMICALLY WEAK	1 *	1 *	-	-

RITCHIE RESEARCH ASSOCIATES, INC. - DECEMBER 1989

Q.4 ADDITIONAL COMMENTS ON SURVEY

TABLE 33

	TOTAL	POPULATION: UNDER 500,000	500,000-999,999	1,000,000 OR MORE
OTHER	4 1%	3 1%	1 4%	-
SUGGESTIONS FOR FUTURE (NET)	24 6%	20 6%	1 4%	3 11%
ALLOCATE MORE RESOURCES TO EDUCATION	11 3%	8 3%	1 4%	2 7%
MORE EMPHASIS ON TEACHING THE BASICS	4 1%	4 1%	-	-
OFFER MORE ALTERNATIVES THAN COLLEGE PREP/VOCATIONAL	2 1%	2 1%	-	-
MORE PAY/STATUS FOR TEACHERS	2 1%	1 *	-	1 4%
URGENT NEED TO IMPROVE SCHOOLS	2 1%	2 1%	-	-
SCHOOLS MORE DIVERSE BECAUSE DIVERSE STUDENT POPULATIONS	1 *	1 *	-	-
RELAX ACADEMIC REQUIREMENTS OF VOCATIONAL/TECHNICAL SCHOOLS	1 *	1 *	-	-
MAKE SCHOOL DISTRICTS SMALLER	1 *	1 *	-	-
OTHER	3 1%	3 1%	-	-
ROLE OF BUSINESS (NET)	35 9%	28 9%	3 13%	4 14%
BUSINESS SHOULD HAVE MORE INVOLVEMENT	16 4%	12 4%	2 9%	2 7%
SKEPTICAL OF BUSINESS INVOLVEMENT (GENERAL)	6 2%	4 1%	2 9%	-

Q.4 ADDITIONAL COMMENTS ON SURVEY

TABLE 33

	TOTAL	POPULATION: UNDER 500,000	500,000-999,999	1,000,000 OR MORE
BUSINESS HELP OVERLOOK SMALLER COMMUNITIES, ONLY INNER CITY	6 2%	5 2%	-	1 4%
BUSINESS SHOULD FINANCE VOCATIONAL TRAINING AND AVOID ACADEMICS	2 1%	1 *	1 4%	-
BUSINESS SHOULD BE "NO STRINGS ATTACHED"	2 1%	2 1%	-	-
BUSINESS HELP IS HARD TO GET DESPITE OFFERS	1 *	1 *	-	-
BUSINESS EDUCATION SPENDING SHOULD APPROACH ADVERTISING/PR SPENDING	1 *	1 *	-	-
COMPANIES SHOULD PROVIDE NEW EQUIPMENT	1 *	1 *	-	-
BUSINESS SHOULD FOCUS ON IMPROVING PUBLIC ATTITUDES/VALUES	1 *	-	-	1 4%
OTHER	2 1%	2 1%	-	-
OTHER (NET)	24 6%	19 6%	3 13%	2 7%
CRITICISM OF SURVEY - BIASED/SHALLOW/ETC	13 3%	9 3%	2 9%	2 7%
QUALITY OF EDUCATION DEFENDED/GOOD	8 2%	7 2%	1 4%	-
SUGGESTED QUESTIONS	4 1%	3 1%	-	1 4%
PRAISE FOR SURVEY - GOOD BEGINNING	1 *	1 *	-	-
DON'T KNOW/NO ANSWER	284 74%	237 75%	14 61%	18 64%

TABLE 34

	TOTAL	POPULATION: UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
REQUESTED SUMMARY	226	186	15	18
	59%	58%	65%	64%
PROGRAM DESCRIPTION	22	19	1	2
	6%	6%	4%	7%
WILLING TO RECEIVE INQUIRIES	22	18	1	2
	6%	6%	4%	7%

QUESTIONNAIRE:

SCHOOL ADMINISTRATORS

December 12, 1989

AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS

Dear School Administrator:

COULD WE ASK A SMALL FAVOR OF YOU?

The American Association of School Administrators, together with Allstate Insurance, is sponsoring a major nationwide survey on how school administrators feel about the involvement of business and industry with education. The survey will provide educators and business leaders with information that will be useful to them, as well as to government leaders.

We would appreciate it if you would take a few minutes to complete the enclosed questionnaire and return it to us in the stamped envelope provided.

Because we are sending the questionnaire to a scientifically selected sample of educators, your answers are essential to the accuracy of this investigation. Please be assured that your answers will be treated with absolute confidentiality.

The results of this study will be presented at an Allstate sponsored education forum scheduled for February, 1990, in Washington, D.C.

Thank you in advance for your cooperation.

Sincerely,

Richard D. Miller

Richard D. Miller
Executive Director

P.S.

If you would like a summary of the survey results, please fill out the enclosed postcard and return it with your completed questionnaire.

(703) 528-0700 • Fax (703) 841-1543
1801 North Moore Street • Arlington, Virginia 22209

P02

REACTIONS TO THE AMERICAN PUBLIC EDUCATION SYSTEM

1. How good a job do you think the American public education system is doing at turning out an educated population?

Excellent ..... ( ) 1
Very good ..... ( ) 2
Good ..... ( ) 3
Fair ..... ( ) 4
Poor ..... ( ) 5

2. If you were asked to grade the American public education system what grade would you give it?

A ..... ( ) 1
B ..... ( ) 2
C ..... ( ) 3
D ..... ( ) 4
F ..... ( ) 5

3. How good do you think American public education is now compared with 10 years ago?

Much better now ..... ( ) 1
A little better ..... ( ) 2
About the same ..... ( ) 3
A little worse ..... ( ) 4
Much worse now ..... ( ) 5
No idea at all ..... ( ) 6

4. How about 10 years from now — around the year 2000 — how good do you think American public education will be compared with how it is now?

Much better 10 years from now ..... ( ) 1
A little better ..... ( ) 2
About the same ..... ( ) 3
A little worse ..... ( ) 4
Much worse 10 years from now ..... ( ) 5
No idea at all ..... ( ) 6

5. How do you think the American public education system compares with the education system in each of the following countries?

	I think that the American public education system is:			
	Better	Same	Worse	No Idea At All
How the U.S. compares with England	( ) 1	( ) 2	( ) 3	( ) 4
How the U.S. compares with the Soviet Union	( ) 1	( ) 2	( ) 3	( ) 4
How the U.S. compares with Japan	( ) 1	( ) 2	( ) 3	( ) 4

BELIEFS ABOUT THE AMERICAN PUBLIC EDUCATION SYSTEM

Which factors do you think are most responsible for the problems of the American public education system? (PLEASE "X" AS MANY AS APPLY.)

Students
- Poorly motivated students ( ) 1
- Poorly disciplined students ( ) 2
- Poor student study habits ( ) 3
- Student drug abuse ( ) 4
- Student alcohol abuse ( ) 5

Families
- Parents not involved enough ( ) 6
- Increased number of low-income households ( ) 7
- Increased number of non-English speaking households ( ) 8
- Higher divorce rate ( ) 9
- Increased number of single-parent households ( ) 0

Teachers
- Inadequately trained teachers ( ) 1
- Not enough teachers ( ) 2
- Undermotivated teachers ( ) 3

School system
- Not enough involvement on the part of business ( ) 1
- Not enough emphasis on special education programs ( ) 2
- Not enough emphasis on basic reading, writing and math skills ( ) 3
- Not enough emphasis on elective subjects ( ) 4
- Low academic standards ( ) 5
- Poor school administrators ( ) 6
- Poor school boards ( ) 7
- Not enough pre-school facilities ( ) 8
- Schools have not been pushed to improve their standards ( ) 9
- Cuts in Federal budget ( ) 10
- Cuts in state or local budget ( ) 11

Other (SPECIFY)

_____ ( ) 1

2. **Which things do you think would do the most to improve the American public education system? (PLEASE "X" AS MANY AS APPLY.)**

Students
- Motivate students more ( ) 1
- Discipline students more ( ) 2
- Improve student study habits ( ) 3
- Offer programs to meet student needs ( ) 4
- Reduced class sizes ( ) 5

Families
- Get parents more involved with students ( ) 6
- Get parents more involved with schools ( ) 7

Teachers
- Increase number of teachers ( ) 1
- Involve teachers in the running of the schools ( ) 2
- Increase teacher salaries ( ) 3
- Make teachers more accountable for students' performance ( ) 4
- Have fewer students per teacher ( ) 5
- Eliminate tenure for teachers ( ) 6
- Increase social status of teachers ( ) 7
- Increase the training of teachers in the subjects they teach ( ) 8

School system
- More involvement from business ( ) 1
- Place more emphasis on basic reading, writing and math skills ( ) 2
- Offer more elective subjects ( ) 3
- Raise academic standards ( ) 4
- Better school administrators ( ) 5
- Better school boards ( ) 6
- Let parents freely choose the school for their children ( ) 7
- Have more pre-school facilities ( ) 8
- Better career guidance and job counseling for students ( ) 9
- Give out more homework ( ) 11
- Require a longer school day ( ) 12
- Require a longer school year ( ) 13
- More emphasis on special education programs ( ) 1

Other (SPECIFY)

_____ ( ) 1

_____ ( )

_____ ( )

The next three questions deal with your impressions about the American public education system. (FOR EACH QUESTION, PLEASE GIVE US YOUR BEST GUESS.)

3. About what percent of students drop out before graduating high school?

- Less than 10% ( ) 1
- 10% - 19% ( ) 2
- 20% - 29% ( ) 3
- 30% - 39% ( ) 4
- 40% or more ( ) 5
- No idea at all ( ) 6

4. About what percent of high school graduates are not able to read their diplomas?

- Less than 5% ( ) 1
- 5% - 9% ( ) 2
- 10% - 14% ( ) 3
- 15% - 19% ( ) 4
- 20% or more ( ) 5
- No idea at all ( ) 6

5. About what percent of adult Americans are functionally illiterate by the simplest tests of everyday reading, writing and comprehension?

- Less than 5% ( ) 1
- 5% - 9% ( ) 2
- 10% - 14% ( ) 3
- 15% - 19% ( ) 4
- 20% or more ( ) 5
- No idea at all ( ) 6

The following questions ask for your opinions on the readiness of students educated by the American Public Education System to enter the U.S. work force.

1. How difficult do you think it is for U.S. companies to find and hire new employees with good basic education skills?

- Very difficult ( ) 1
- Fairly difficult ( ) 2
- Not too difficult ( ) 3
- Not at all difficult ( ) 4

2. How concerned do you think U.S. companies are about the problems of the American public education system?

- Very concerned ( ) 1
- Fairly concerned ( ) 2
- Not too concerned ( ) 3
- Not at all concerned ( ) 4

3. Do you think U.S. companies are finding it more difficult or less difficult now to find and hire new employees with good basic education skills than they did 10 years ago?

- More difficult now ( ) 1
- About the same ( ) 2
- Less difficult now ( ) 3
- No idea at all ( ) 4

4. How about 10 years from now — around the year 2000 — do you think companies will find it more difficult or less difficult to find and hire new employees with good basic education skills than it does now?

- More difficult in 10 years ( ) 1
- About the same ( ) 2
- Less difficult in 10 years ( ) 3
- No idea at all ( ) 4

7. In the first column, please indicate what, if anything, you think U.S. companies are doing now to help overcome the problems of the public education system in your area. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate what, if anything, you think U.S. companies should be willing to do (if asked) to help overcome the problems of the public education system in your area(s). (PLEASE "X" AS MANY AS APPLY.)

	U.S. Companies Doing Now	U.S. Companies Should be Willing To Do
Contribute money	( )1	( )1
Contribute materials or equipment	( )2	( )2
Encourage employees to serve on local school boards	( )3	( )3
Encourage employees to teach courses	( )4	( )4
Offer career or job counseling to students	( )5	( )5
Encourage employees to serve as tutors to help students	( )6	( )6
Offer summer jobs or part-time jobs to students	( )7	( )7
Encourage disadvantaged students to graduate from high school by providing jobs for them	( )1	( )1
Lobby legislatures for education reforms	( )2	( )2
Loan executives to the public education system	( )3	( )3
Support a tax increase to pay for improvements in the public education system	( )4	( )4
Other (SPECIFY)_____	( )5	( )5
NONE OF THE ABOVE	( )0	( )0

8. Overall, considering what you know about current involvement, how much difference do you think U.S. companies' efforts have made in the quality of the education provided by your area's public education system?

A big difference ( )1
A fair amount of difference ( )2
Not much difference ( )3
No difference at all ( )4
U.S. companies are not involved with public education in my area ( )5

9. In the first column, please indicate to which school levels, if any, you think U.S. companies contribute money now. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate to which school levels, if any, you think U.S. companies should be willing (if asked) to contribute money. (PLEASE "X" AS MANY AS APPLY.)

	U. S. Companies Give Money Now	U.S. Companies Should Be Willing To Give Money
Pre-school	( )1	( )1
Elementary school	( )2	( )2
Junior high school	( )3	( )3
High school	( )4	( )4
Vocational school	( )5	( )5
College	( )6	( )6
Graduate school	( )7	( )7
NONE OF THE ABOVE	( )0	( )0

10. If your school has been offered assistance by a company, how willing has your school been to accept a company's assistance?

- Very willing ( )1
- Fairly willing ( )2
- Not too willing ( )3
- Not at all willing ( )4
- Assistance has not been offered ( )5

11. How effective do you think the state in which your school is located has been in implementing public education reform initiatives?

- Very effective ( )1
- Fairly effective ( )2
- Not too effective ( )3
- Not at all effective ( )4
- No idea at all ( )5

SCHOOL CHARACTERISTICS

1. About how many students does your school have?

- Under 100 students ( )1
- 100 - 299 students ( )2
- 300 - 399 students ( )3
- 400 - 499 students ( )4
- 500 or more students ( )5

2. How much do you expect your school's enrollment to expand between now and 10 years from now — that is, around the year 2000?

- Grow _____ % ( )1
- stay the same ( )2
- Decrease _____ % ( )3

3. Is your school located in or near a city of:

- 1,000,000 population and over ( )1
- 500,000 up to 1,000,000 population ( )2
- 100,000 up to 500,000 population ( )3
- Under 100,000 population ( )4

4. In what state is your school located?

_____

PERSONAL CHARACTERISTICS

1. What type of school do you work in?

- Public school ( )1
- Parochial school ( )2
- Private school ( )3

2. What grade levels are taught at your school?

- Elementary ( )1
- Intermediate/Jr. High ( )2
- High School ( )3
- Trade School ( )4
- Other (SPECIFY) ( )5

3. What is your age?

- 34 years or under ( )1
- 35 - 44 years ( )2
- 45 - 54 years ( )3
- 55 - 64 years ( )4
- 65 years or over ( )5

4. Do you have any other comments on the subjects discussed in this survey?

_____

_____

_____

_____

THANK YOU VERY MUCH!

BEST COPY AVAILABLE

QUESTIONNAIRE,

CORPORATE EXECUTIVES

FORTUNE

James B. Hayes
Publisher

Dear :

COULD WE ASK A SMALL FAVOR OF YOU?

Fortune Magazine and Allstate Insurance are sponsoring a major nationwide survey on how the leaders of American business feel about the American public education system and the impact that it is having on American corporations. The survey hopes to provide American businesses with information that will be useful to them, as well as to government leaders.

We would very much appreciate it if you would take a few minutes to fill out the enclosed questionnaire or pass it on to an appropriate senior manager. When the questionnaire has been completed, simply return it to us in the stamped envelope provided.

Because we are sending the questionnaire to a scientifically selected sample of American business leaders, your answers are essential to the accuracy of the investigation. Please be assured that your answers will be treated with absolute confidentiality.

Thank you in advance for your cooperation.

Sincerely,

James B. Hayes
Publisher

P.S.

The enclosed $5 bill is just a token of our appreciation.

If you would like a summary of the results of the survey so you can see how other businesses have responded, please fill out the enclosed postcard and send it separately to us.

REACTIONS TO THE AMERICAN PUBLIC EDUCATION SYSTEM

1. How good a job do you think the American public education system is doing at turning out an educated population? (5)

Excellent..... []1
Very good..... []2
Good..... []3
Fair..... []4
Poor..... []5

2. If you were asked to grade the American public education system, what grade would you give it? (6)

A..... []1
B..... []2
C..... []3
D..... []4
F..... []5

3. How good do you think American public education is <u>now</u> compared with 10 years ago? (7)

Much better now..... []1
A little better..... []2
About the same..... []3
A little worse..... []4
Much worse now..... []5
No idea at all..... []6

4. How about 10 years from now -- around the year 2000 -- how good do you think American public education will be compared with how it is now? (8)

Much better 10 years from now. []1
A little better..... []2
About the same..... []3
A little worse..... []4
Much worse 10 years from now.. []5
No idea at all..... []6

5. How much of a problem do you think the American public education system is for the United States? (9)

Not a problem at all:..... []1
Not much of a problem..... []2
A fairly big problem..... []3
A very big problem..... []4

6. How do you think the American public education system compares with the education system in each of the following countries?

	I think that the American public education system is:				
	Better	Same	Worse	No Idea At All	
How the U.S. compares with England.....	[]1	[]2	[]3	[]4	-10
How the U.S. compares with the Soviet Union.....	[]1	[]2	[]3	[]4	-11
How the U.S. compares with Japan.....	[]1	[]2	[]3	[]4	-12

BELIEFS ABOUT THE AMERICAN PUBLIC EDUCATION SYSTEM

1. **Which factors do you think are most responsible for the problems of the American public education system? (PLEASE "X" AS MANY AS APPLY.)**

Students — 13
- Poorly motivated students..... []1
- Poorly disciplined students.... []2
- Poor student study habits..... []3
- Student drug abuse..... []4
- Student alcohol abuse..... []5

Families
- Parents not involved enough.... []6
- More low-income households..... []7
- More non-English speaking households..... []8
- Higher divorce rate..... []9
- More single-parent households.. []0

Teachers — 14
- Inadequately trained teachers.. []1
- Not enough teachers..... []2
- Undermotivated teachers..... []3

School system
- Not enough emphasis on basic reading, writing and math skills..... — 15 []1
- Not enough emphasis on elective subjects..... []2
- Low academic standards..... []3
- Poor school administrators..... []4
- Poor school boards..... []5
- Not enough pre-school facilities []6
- Schools have not been pushed to improve their standards.... []7
- Cuts in Federal budget..... []8
- Cuts in state or local budget... []9

Other (SPECIFY) — 16
_____ []1

2. **Which things do you think would do the most to improve the American public education system? (PLEASE "X" AS MANY AS APPLY.)**

Students — 17
- Motivate students more..... []1
- Discipline students more..... []2
- Improve student study habits... []3

Families
- Get parents more involved with students..... []4
- Get parents more involved with schools..... []5

Teachers — 18
- Increase number of teachers.... []1
- Involve teachers in the running of the schools..... []2
- Increase teacher salaries..... []3
- Make teachers more accountable for students' performance.... []4
- Have fewer students per teacher []5
- Eliminate tenure for teachers.. []6
- Increase social status of teachers..... []7
- Increase the training of teachers in the subjects they teach..... []8

School system
- Place more emphasis on basic reading, writing and math skills..... — 19 []1
- Offer more elective subjects.... []2
- Raise academic standards..... []3
- Better school administrators.... []4
- Better school boards..... []5
- Let parents freely choose the school for their children..... []6
- Have more pre-school facilities. []7
- Better career guidance and job counseling for students..... []8
- Give out more homework..... []9
- Require a longer school day..... []0
- Require a longer school year.... []X

Other (SPECIFY) — 20
_____ []1

_____ []

_____ []

The next three questions deal with your impressions about the American public education system. (FOR EACH QUESTION, PLEASE GIVE US YOUR BEST GUESS.)

3. About what percent of students drop out before graduating high school?

21
Less than 10%..... []1
10% - 19%..... []2
20% - 29%..... []3
30% - 39%..... []4
40% or more..... []5
No idea at all..... []6

4. About what percent of high school graduates are not able to read their diplomas?

22
Less than 5%..... []1
5% - 9%..... []2
10% - 14%..... []3
15% - 19%..... []4
20% or more..... []5
No idea at all..... []6

5. About what percent of adult Americans are functionally illiterate by the simplest tests of everyday reading, writing and comprehension?

23
Less than 5%..... []1
5% - 9%..... []2
10% - 14%..... []3
15% - 19%..... []4
20% or more..... []5
No idea at all..... []6

COMPANY INVOLVEMENT IN THE AMERICAN PUBLIC EDUCATION SYSTEM

1. How concerned is your company about the problems of the American public education system?

24
Very concerned..... []1
Fairly concerned..... []2
Not too concerned..... []3
Not at all concerned ..... []4

2. How difficult is it now for your company to hire new employees with good basic education skills?

25
Very difficult..... []1
Fairly difficult..... []2
Not too difficult..... []3
Not at all difficult ..... []4

3. Is your company finding it more difficult or less difficult <u>now</u> to hire new employees with good basic education skills than it did 10 years ago?

26
More difficult now..... []1
About the same..... []2
Less difficult now..... []3
No idea at all..... []4

4. How about 10 years from now -- around the year 2000 -- do you think your company will find it more difficult or less difficult to hire new employees with good basic education skills than it does now?

27
More difficult in 10 years.... []1
About the same..... []2
Less difficult in 10 years.... []3
No idea at all..... []4

28

5. How much is the lack of good basic education skills among your company's employees reducing your company's productivity?

- A lot..... []1
- A fair amount..... []2
- Not too much..... []3
- Not at all..... []4

29

6. How much is the lack of good basic education skills among your company's employees reducing your company's ability to compete effectively against foreign companies?

- A lot..... []1
- A fair amount..... []2
- Not too much..... []3
- Not at all..... []4
- Do not compete against foreign companies..... []5

7. In the first column, please indicate what, if anything, your company is doing now to help overcome the problems of the public education system in the area(s) in which your company is located. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate what, if anything, your company would be willing to do (if asked) to help overcome the problems of the public education system in the area(s) in which your company is located. (PLEASE "X" AS MANY AS APPLY.)

	Company Doing Now	Company Willing To Do
	30	32
Contribute money	[]1	[]1
Contribute materials or equipment	[]2	[]2
Encourage employees to serve on local school boards	[]3	[]3
Encourage employees to teach courses	[]4	[]4
Offer career or job counseling to students	[]5	[]5
Encourage employees to serve as tutors to help students	[]6	[]6
Offer summer jobs or part-time jobs to students	[]7	[]7
	31	33
Encourage disadvantaged students to graduate from high school by providing jobs for them	[]1	[]1
Lobby legislatures for education reforms	[]2	[]2
Loan executives to the public education system	[]3	[]3
Support a tax increase to pay for improvements in the public education system	[]4	[]4
Other (SPECIFY)_____	[]5	[]5
NONE OF THE ABOVE	[]0	[]0

34

8. Overall, considering your company's activities, how much difference do you think your company's efforts have made in the quality of the education provided by your area's public education system?

- A big difference..... []1
- A fair amount of difference... []2
- Not much difference..... []3
- No difference at all..... []4
- Company not involved with public education system..... []5

9. In the first column, please indicate to which school levels, if any, your company contributes money now. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate to which school levels, if any, your company would be willing (if asked) to contribute money. (PLEASE "X" AS MANY AS APPLY.)

	Company Gives Money Now	Company Willing To Give Money
	35	36
Pre-school	[]1	[]1
Elementary school	[]2	[]2
Junior high school	[]3	[]3
High school	[]4	[]4
Vocational school	[]5	[]5
College	[]6	[]6
Graduate school	[]7	[]7
NONE OF THE ABOVE	[]0	[]0

10. In the first column, please indicate which things, if any, you yourself have ever done for the public school system after completing your own education. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate which things, if any, you yourself would be willing to do (if asked) for the public school system. (PLEASE "X" AS MANY AS APPLY.)

	Ever Done	Willing To Do
	37	38
Give guest lectures to students	[]1	[]1
Teach courses	[]2	[]2
Tutor students	[]3	[]3
Career job counseling for students	[]4	[]4
PTA officer	[]5	[]5
Serve on a school board	[]6	[]6
NONE OF THE ABOVE	[]0	[]0

11. If your company has offered assistance to your state or local public education system, how willing were they to accept your company's assistance?

39

- Very willing []1
- Fairly willing []2
- Not too willing []3
- Not at all willing []4
- Company not involved with public education system []5

12. How effective do you think the state in which your company is located has been in implementing public education reform initiatives?

40

- Very effective []1
- Fairly effective []2
- Not too effective []3
- Not at all effective []4
- No idea at all []5

COMPANY INVOLVEMENT IN EMPLOYEE TRAINING AND DEVELOPMENT

1. In your opinion, considering your company's needs, how valuable is the preparation and training provided by vocational and technical schools?

41

Very valuable..... []1
Fairly valuable..... []2
Not too valuable..... []3
Not at all valuable..... []4

2. Which of the following, if any, does your company reimburse or pay the cost of?

	Yes, Pays Full Amount	Yes, Pays Partial Amount	No, Does Not Pay	No Idea At All	
If an employee is working toward a degree in a job-related field.....	[]1	[]2	[]3	[]4	-42
If an employee is working toward a degree in a non-job-related field.....	[]1	[]2	[]3	[]4	-43
If an employee is taking a course in a job-related field.....	[]1	[]2	[]3	[]4	-44
If an employee is taking a course in a non-job-related field.....	[]1	[]2	[]3	[]4	-45

3. There are two types of courses that employees might take to improve their skills: (a) remedial courses for basic skills (like reading, writing and math) and (b) developmental or training courses to help employees improve or advance on their job.

In the first column, please indicate which things, if any, your company offers its employees now. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate which things, if any, your company would be willing to offer its employees. (PLEASE "X" AS MANY AS APPLY.)

	Company Offers Now	Company Willing To Offer
	46	47
On-site remedial basic skills courses for employees.....	[]1	[]1
Off-site remedial basic skills courses for employees.....	[]2	[]2
On-site developmental or training courses for employees....	[]3	[]3
Off-site developmental or training courses for employees...	[]4	[]4
NONE OF THE ABOVE.....	[]5	[]5

4. Of the money your company spends on remedial courses for its employees, what percent of this money do you feel is being spent effectively?

% spent effectively..... _____% (48,49)

5. Of the money your company spends on developmental or training courses for its employees, what percent of this money do you feel is being spent effectively?

% spent effectively..... _____% (50,51)

COMPANY CHARACTERISTICS

1. About how many employees does your company have, including all branches and divisions?

52
Under 1,000 employees..... []1
1,000 - 4,999 employees..... []2
5,000 - 9,999 employees..... []3
10,000 or more employees..... []4

2. About what percent do you expect your company's workforce to expand between now and 10 years from now -- that is, around the year 2000?

% expansion expected..... _____ % (53,54)

3. About what percent of your workforce do you think has some college education? (PLEASE GIVE US YOUR BEST GUESS.)

% with some college education..... _____ % (55,56)

4. In your opinion, around the year 2000, about what percent of your workforce do you think will need to have some college education for your company to compete effectively?

% will need to have some college education..... _____ % (57,58)

5. Is your company's headquarters located in or near a city of:

59
1,000,000 population and over. []1
500,000 up to 1,000,000 population..... []2
100,000 up to 500,000 population..... []3
Under 100,000 population..... []4

6. In what state is your company's headquarters located? (PLEASE DO NOT ABBREVIATE.)

60-
_____ 61-

7

PERSONAL CHARACTERISTICS

1. What is your title?

62
Chairman/President/CEO..... []1
Vice President..... []2
Division Head..... []3
Department Head..... []4

Other (SPECIFY)_____ []0

2. What department do you work in?

63
General administration..... []1
Personnel/human resources..... []2
Public relations/communications..... []3
Legal..... []4
Training/education..... []5
Community affairs..... []6

Other (SPECIFY)_____ []0

3. What is your age?

64
34 years or under..... []1
35 - 44 years..... []2
45 - 54 years..... []3
55 - 64 years..... []4
65 years or over..... []5

4. How far did you go in school?

65
Did not complete high school.. []1
Completed high school..... []2
Some college..... []3
Completed college..... []4
Some graduate school..... []5
Graduate degree..... []6

5. Do you have any children who are in elementary school, junior high school or high school?

66
Yes..... []1
No..... []2

IF YES:
What types of schools do they attend? (PLEASE "X" AS MANY AS APPLY.)

67
Public school..... []1
Parochial school..... []2
Private school..... []3

6. Do you have any other comments?

_____ 68-1

_____

THANK YOU VERY MUCH!!

END

U.S. Dept. of Education

Office of Educational
Research and Improvement (OERI)

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